

**A Statistical Survey of the Present Educational
Condition of the Infirm—the Deaf-Mutes, the
Blind, and the Feeble-minded—in India**

BY

KALIDAS BHATTACHARYYA, B.A. (GALLAUDET, U.S.A.)

PRINCIPAL, LADY NOYCE SCHOOL FOR THE DEAF AND DUMB

NEW DELHI

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FOREWORD

Mr. Kalidas Bhattacharyya has collected some information about the teaching of the deaf-mutes and the blind in our country, which would go to show how very meagre are our measures in helping these unfortunates in their journey through life. Mr. Bhattacharyya is a well-qualified and practical worker in the specialised field of education of the deaf-mutes. He received his training in America, and after his return to India he started two schools for the deaf and dumb, in Delhi and at Murshidabad in Bengal. The Delhi school, thanks to the response from some prominent members of the public, the Local Administration and the Government (one of the most enthusiastic of whom has been Lady Noyce), bids fare to be one of the best organised in India.

Mr. Bhattacharyya is an earnest and energetic worker in his specially chosen subject, and I hope this little book will be useful in rousing greater interest in the education of the infirm, which requires urgent and immediate expansion throughout India on both humanitarian and economic grounds.

SENATE HOUSE, }
Calcutta : }
June 13, 1938. }

SYAMAPRASAD MOOKERJEE,
Vice-Chancellor,
University of Calcutta.





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PREFACE

The education of the infirm in India is in a nascent state. The public mind does not appear to be fully alive to the gravity of the cause, and feel for alleviating the rigours of life of these unfortunates. This booklet is an attempt towards the exposition which may invite the attention of the Government and the Public, and without their mutual co-operation this serious problem is not possible to solve.

In course of my efforts to organise schools for the deaf-mute in Delhi and at Murshidabad (Bengal), I found it a pressing necessity to make a survey of and gather statistics on the present educational condition of the infirms in the country. During my stay in U.S.A., I was convinced that the present progress in that country was made possible by the comprehensive and accurate statistics.

Although no absolute accuracy can be ascribed to the Census figures, and in no country these figures are relied on unless a special survey is made under strict observation, they give one an idea of the horrible wastage of human energy and intelligence which have the potentiality of development.

Perhaps no effort has ever been made to collect information and data as a basis for the solution of the problem. This statistics has been made as accurate and comprehensive as possible under the present circumstances. I began the work about four years back, and sets of questionnaire were sent to all the special institutions in India, and to Central and Provincial Governments and States. Enquiries were also made from some local Bodies, and resort also was taken to all the principal dailies in the different parts of the country to ventilate the importance of the survey.

Since the figures have been compiled about four years back, a Press Note was issued in June, 1937 by the Government of India with some statistics which is also added in the survey. It is, thus, not unlikely that there would be some changes in some figures of the Statistics, although not very substantial.

This survey, of course, cannot claim to be complete but it is expected to throw light upon the direction in which the Government and the public should now move. My labours will be substantially recompensed if the public attention is diverted to this great humanitarian constructive problem

LADY NOYCE SCHOOL
FOR THE DEAF AND DUMB,
New Delhi :
June, 1938

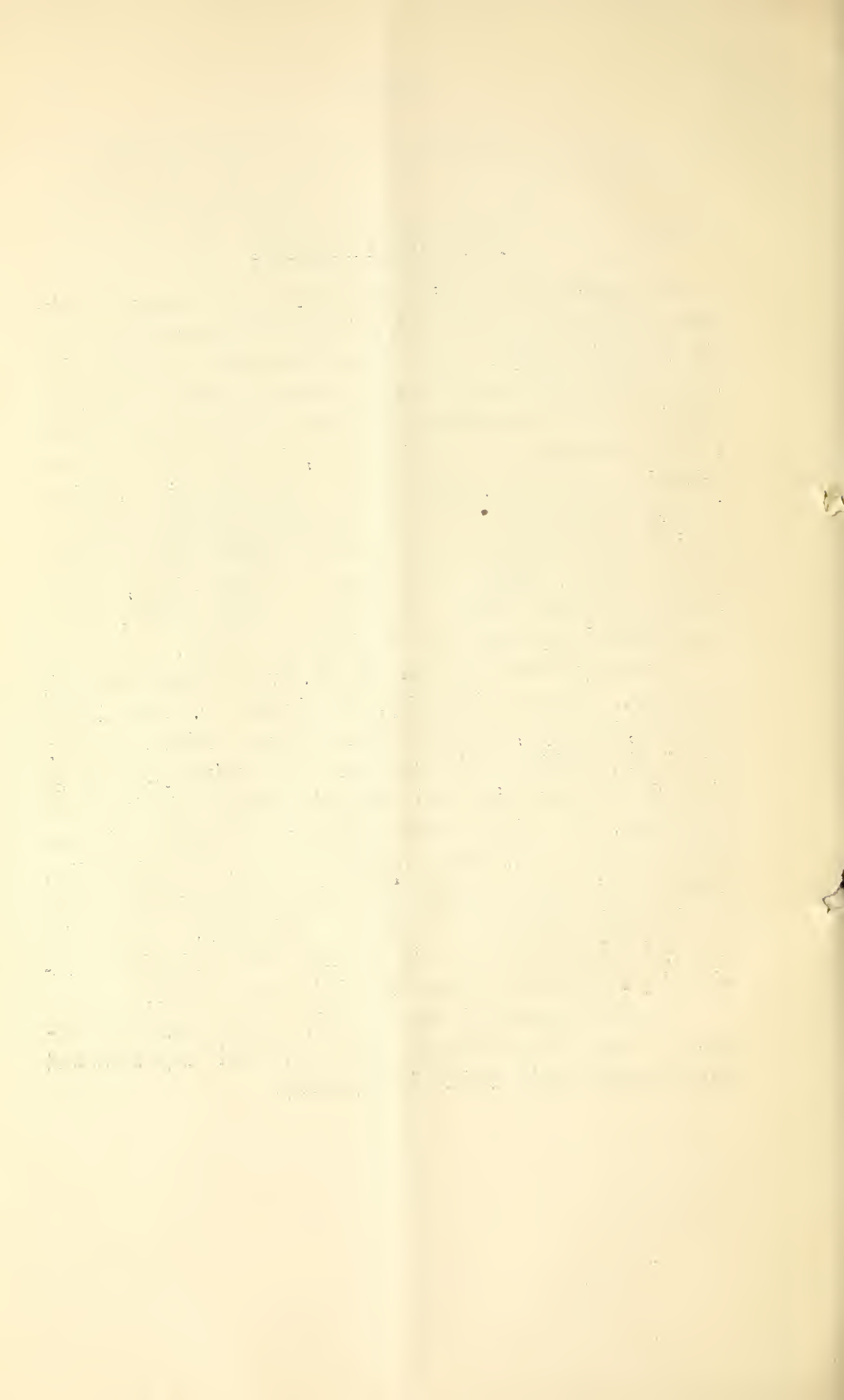
KALIDAS BHATTACHARYYA

ACKNOWLEDGMENT

In compiling the statistics and preparing the survey I thankfully acknowledge the help and assistance I have received from the Education Departments of the Government of India and of some of the Provincial Governments and Indian States, the District and Municipal Boards of some Provinces, and almost all the institutions for the deaf-mute, the blind and the feeble-minded in our country, supplying me the information required in my questionnaire.* I have gathered the figures relating to the infirms of India and abroad from the Imperial Table of the Census Report, 1931, the International Report, 1892, and the League of Nations Health Organisation Report, 1929, which have supplied very useful and illuminating statistics.

I owe my sincere gratitude to Dr. Suniti Kumar Chatterji, Professor, Calcutta University, Rai Sahib Mr. Atal Chand Chatterji, Principal, Calcutta Deaf and Dumb School, and my friend Mr. Makhan Lal Chakravarti for taking pains to go through the manuscript and suggesting some additions and alterations. The object of the survey would not have at all been fulfilled had not Mr. Syama Prasad Mookerjee, Vice-Chancellor, Calcutta University, graciously undertaken printing and publishing of the book through the Calcutta University. I am also greatly indebted to him for his esteemed Foreword which considerably enhances the value of this little work of mine.

Last but foremost, I must heartily express my indebtedness to Lady Noyce without whose perennial inspiration and care the work would not have been possible.



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With Compliments
To the Secretary
American Foundation for
the Blind
New York, U.S.A.
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13.3.32

A STATISTICAL SURVEY OF EDUCATION OF THE INFIRM IN INDIA

BY

K. BHATTACHARYYA, B.A. (GALLAUDET, U.S.A.)

The Education of the Infirm in the West

The growth and advancement of civilisation in modern times is manifested in various humanitarian activities in ameliorating the lot and condition of the defectives and infirms. Advanced nations have made, in course of the last half a century, long strides in removing the miseries of these unfortunate and afflicted people. As a result, a large number of special institutions for them has sprung up in all the important cities and towns of Europe, America and Japan. In each of these countries, education has been made compulsory for the children of school-going age, and neither have the special needs of the infirms been overlooked, nor is enthusiasm lacking. The united efforts of the people and the State have made it possible to bring forth special devices on the scientific basis in the educational system. The fundamentals of these have been based on psycho-physiological researches of the present times. The educational system has been brought to such a standard that the boys and the girls turn out to be useful members of the society and for this purpose high grade training colleges for teachers have been established to specialize in the art of teaching so that the standard of education may be maintained efficiently.

This educational system has been inaugurated not only from the humanitarian point of view but also from a sense of sanctity of human life as well as its social and economic value.

The deaf-mutes and the blind are brought up and trained as self-respecting and earning citizens like their normal brethren. Many of these infirms have highly developed their intellect and culture, and have attained remarkable success in some of the learned professions, such as education, law, journalism, etc. Also a great many persons have been and are trained up in the useful arts and industries. Many a talent might have withered away, had not the gateways of knowledge been opened to them by these scientific methods; ignorance would otherwise have made the world a perfect blank, and a place of suffering only to them. The pleasantness of life would have been totally denied to them, if the love and sympathy of a group of high-souled people had not come to them.

Modern nations have been so conscious of their sense and responsibility to these unfortunates that the best type of men and brains are devoting their time and untiring energy to develop and bring this educational system to a high order of perfection. They have formed voluntary central organisations, and all the provincial institutions are co-ordinated for the common end. Books and magazines are published to disseminate the researches and newest developments of thought for advancing education, and also the text-books and magazines in Braille for the blind, and special and simplified text books for the deaf-mutes are brought out according to their needs. Due to these concentrated efforts, wonderful inventions of apparatus and appliances have been made, otherwise such marvellous achievements in the teaching of the infirm would not have been at all possible. The inventions of such complicated apparatus and machines as Braille Writer, Braille Printing Machine, Talking Book Machine and very many other necessary appliances, as well as games for the blind, the Hearing Testing Machine, special type of Sonotone to help the semi-deaf to develop normal speech naturally, show what a deep love for humanity these people have and what marvels can be attained when head and heart work conjointly.

The science of special teaching has almost reached its climax. Even in cases of double afflictions where all the gateways are shut up, these unfortunate people are trained and educated to a great extent to soften down their miseries of life. A most remarkable instance of what special training can achieve is found in the person of the world-renowned Helen Keller who was born both deaf-mute and blind. Besides, the cases of blind-feeble-mindedness, and deaf-mute-feeble-mindedness are also solved along with the problems of the education and care of the feeble-minded in general.

Amidst many-sided activities of modern life, the danger of feeble-mindedness is not indifferently looked at. The feeble-minded children are not only educated and trained in handicrafts to the extent of their capacity, but there are also arrangements for their permanent care in most cases; and for the safety of the society, they are even segregated and sterilised where necessary.

Apart from these permanent infirms, the partial defectives are also properly attended to with thoroughness and care to restore their senses to a condition as near the normal as possible. Children with constitutional defects in sight are sent to the 'Sight Saving' Schools or classes specially meant for them. It has been experienced by these special arrangements that bad eye-sight and ever increasing blindness have been arrested, to the gain of the society. There is a considerable number of persons who grow deaf at the adult age, commonly called the 'Adult Deaf' and they are taught lip-reading so that they may easily pull through their daily life and avocations. It is statistically found that one out of ten children considered normal suffers from one or the other forms of speech defects. The defects in speech might have arrested the career of a large number of people who rose high in profession, had not the subject been scientifically treated and the defects cured.

They are not contented only in imparting education but their efforts have been directed towards the prevention of the causes of these infirmities, particularly of blindness, in the

light of modern medico-physiological researches, and the resultant effect is that the number of the blind has been reduced astonishingly.

Facilities for special education are offered very generously and liberally irrespective of any denomination or pecuniary circumstances. Munificent donations pour in no less liberally than for the general or professional education for normals. The society is not thus economically over-burdened on their score.

Social science does not stop here only, finding out remedial measures for the infirms, but careers are thrown open to them in the public service and in corporations in accordance with the capacity and capability of the individuals. As a result of the kindness and sympathy now shown in all the advanced countries to the infirms, both by the people and the state, they are given many special facilities, *e.g.*, by railways and other transport-services. In addition to these, the 'After Care' is so thorough and benevolent that they are given legal status by the state, as well as special insurance protection against the risk of life and similar other amenities. Thus their life is made as happy almost as that of normal men and women. All these are nothing but the real index of the depth of the fellow-feeling lying within the advanced nations.

Love of Man which forms the basis of the civilisation of Europe and America is reflected in the care and active sympathy not only for the infirms of their own race or country but also for the infirms of other nations. The training institutions of highest repute extend their most cordial hospitality to foreign students. They are eager to show their practical sympathy for the less advanced nations, so much so, that facilities are given to students of other nationalities to obtain the requisite training on scholarships and other privileges like free board residence. The best attention is bestowed upon them to help them to acquaint themselves with the modern methods of this special training. The central co-ordinating organisations always help foreign countries by supplying

appliances and literature containing the results of up-to-date researches, free of cost in many cases. Thus for the educational, social and economic welfare of all types of infirms, the advanced nations do not leave any avenue unexplored.

An Extract from the International Report on the education of the Deaf-Mute, 1892, London

The educational condition of the deaf-mutes in the more advanced countries, with comparative figures for India from this Report.

TABLE I

No.	Name of the Country.	Deaf-Mute Population.	No. of Schools.	No. of Students.	No. of Teachers.
1	United States of America	33,878	126	10,946	1 347
2	Great Britain & Ireland	19 237	95	8,222	462
3	France	22,610	71	4,098	598
4	Germany	38,489	99	6,497	798
5	Austria	19,701	38	2,339	277
6	Belgium	1,989	12	1,265	181
7	Italy	*	47	2,519	234
8	Sweeden	4,266	9	726	128
9	India *	2,30,895	23	882	67

The above figures for the advanced nations have been compiled as far back as in 1892 and a great progress has been made in course of the last 45 years. So to speak there is now no illiteracy amongst the children of school-going age.

* According to this Survey Report.

TABLE II

An extract from the League of Nations, Health Organisation Report on the Welfare of the Blind in various countries, Geneva, 1929.

The Table shows the educational condition of the Blind in advanced countries with comparative figures for India from this Report.

No.	Name of the Countries.	Blind Population.	No. of Schools.	No. of Pupils.	No. of Teachers.
1	U. S. A.	52,567	80	6,084	863
2	Germany	34,703	28 & 14 classes	5,669	158
3	England	46,882	76	*	*
4	France	28,945	25	3,475	*
5	India†	601,370	24	910	75

Statistical Accounts of the Infirm in India
(*Indian Census Report, 1931.*)

The attempt to record physical disabilities through the medium of the Census was abandoned in England and Wales ten years ago as a failure and earlier still in the United States of America. An authority on the census of U. S. A. writes : " One of the reasons for not including entries regarding physical and mental defects on Population Schedules of the 12th Census (1900) of the United States was the realisation of the impossibility of getting accurate informations on these points in a large number of cases, not only on account of the difficulty of defining the degree of impairment which constitutes a defect, but because of the sensitiveness of persons affected and their concealment of such defects in themselves and members of the families." Accordingly the advanced nations with the joint efforts of the

* Could not be gathered. † According to this Survey Report.

authorities of the various institutions and the local administrations make this survey on a more comprehensive line in order to solve the various problems of the infirms in the right manner. As, such an enquiry is exceedingly difficult at the present stage in India, the Census authorities of our country have decided not to abandon the attempt altogether, since the figures which the Census is able to provide afford some basis for an estimate of the approximate numbers in the light of the differences between the figures obtained from local surveys and the Census returns for the same area. Some discrepancies seem very difficult to surmount, and these are mainly due to unintentional omissions, imperfect diagnosis on the part of the particularly inexperienced enumerators, intentional suppression of the infirmities by the guardians, and also owing to reluctance of parents to recognise their existence so long as there is any hope that it may be a case of mere backward development. Instructions were given to the enumerators in the Indian Census that persons blind of both eyes, deaf-mutism either congenital or acquired after birth, and insanity in the form of active mental derangement were only to be recorded. The feeble-minded, cretin or idiot, the short-sighted and blind of one eye, were not to come into the return at all.

The tables below show the total number of persons suffering from deaf-mutism and blindness for the last fifty years. The decrease from 1881 to 1891, was regarded by the Census Commissioner for that year as due to increasing accuracy of enumeration. In 1901 the still further decrease was again attributed in part to the same cause and in part to the severe famine mortality. But the theory of increasing accuracy as an explanation of decreasing infirmity was after all found as a delusion, since the result of introduction of the method of scientific and accurate survey—particularly in the last three Censuses—show a gradual increase in the figures for the infirms, except for the decreasing figures for deaf-mutes for 1921 which was due to the influenza epidemic mainly in the province of Bihar and Orissa,

TABLE III

Total number of persons afflicted. (Indian Census Report, 1931, Vol. I, Part I, Page 254.)

Infirmity.	1931.	1921.	1911.	1901.	1891.	1881
Deaf-mutes	230,895	189,644	199,891	153,168	196,861	197,215
Blind	601,370	47,637	443,653	354,104	458,868	526,748

TABLE IV

Number afflicted per 1,00,000 of population

Infirmity.	1931.	1921	1911.	1901.	1891.	1881.
Deaf-mutes	66	60	64	52	75	86
Blind	172	152	142	121	167	229

The tables below show the total population both for the general and the infirms in India as recorded by the Census of 1931, with the figures for the children of school-going age, which has been calculated between the ages of 5-15 years. (*Vide* Census Report, 1931, Vol. I, pp. 190-203.)

TABLE V

	Males.	Females.	Boys. Bet. 5-15.	Girls. Bet. 5-15.
Deaf-Mute	137,680	93,215	37,065	24,692
Blind	284,741	316,629	27,802	18,875
Deaf-Mute and Blind (Double afflicted)	611	461	*203	*138

Total General Population: Male ... 181,828,923.

Female ... 171,008,855.

* By $\frac{1}{3}$ calculation of the double-afflicted population.

Problems of the Deaf-Mute and the Blind in India

Modern India is a nation in the making, and all constructive work with oneness of purpose is essentially required in the various phases of the life of the people. This constructive work embraces all the aspects of developing the individual man and woman in all harmony with his or her environment. In India everything is a problem requiring solution by extensive and intensive work. The problem of the infirms, their low percentage in comparison with the vast mass of the population notwithstanding, is no less a problem of the country from the humanitarian and economic point of view. Many may think that the time and energy spent upon such a small group in the entire population is nothing but waste when we think of the more crying needs of the vast inert mass. But we should approach the problems from the point of view of humanity as well as social welfare. Higher talents have been found even in our country amongst the deaf-mute and the blind all of which would have gone to waste had there not been whatever small institutions we have at present. Many of these infirms are found with keen intellect which can compare favourably with the average intelligent people of our country. These can be turned into social assets provided proper opportunities are created for them.

Table I collected from the International Report, 1892, London, on the Educational Condition of the Deaf-Mute of the various countries of the world, and the Table II prepared for the Blind of all the countries under the auspices of the League of Nations, Health Department, show what efforts are being made by the advanced nations for the cause of humanity. This reveals a striking contrast with the present state of India. India does not appear to grasp the gravity of the cause which even the League of Nations has taken up and is regarding it as an international affair of considerable importance.

Although very inadequate, there are several institutions in different parts of the country for which certain individuals took the

initiative; and the sympathy of some members of the generous public made them what they are now. In some cases their practical demonstrations and concrete results' were able to make the Government disposed to help and co-operate with them, although to a very meagre extent. It will perhaps be idle to think that all these initiatives are to be taken primarily by the Government only, and the people are to rest content shifting their duty and responsibility from their own shoulders. Of course, the Government has no institution worth the name, excepting a small school for the Blind, but neither there is any move on the part of the people showing positive sympathy towards the cause of these people numbering a little below a million, although much may be and can be expected of them.

It will be a sound economic policy to try to open as many institutions as possible. From the Census Report of 1931 it has been calculated that there are 230,895 deaf-mutes and 601,370 blind in India. Economically, these people are practically a toll upon the society to the extent of about Rs. 60,000,000 in the minimum, annually. Will it not then be more economic as well as humanitarian to turn these elements into useful productive factors and thus relieve the society of the burden?

The Statistics on the Present Condition of Education of the Infirm in India, has been compiled to show what progress has been made in our country, and what should be and is to be done by the joint effort of the government and the people. The annexed tables will show the details of such conditions of the infirms in different Provinces and States. These tables show that out of 230,895 deaf-mutes and 601,370 blind only 882 deaf-mutes and 910 blind (*vide* Tables X and XVII) are receiving some sort of education in India. It has then become an urgent necessity that a real move should be made with all earnestness and seriousness both by the government and the people. Taking note of the distribution of the infirms by Districts, it is imperative to start one school at least for 2 or 3 Districts, which may partially

meet the present demand through the co-operation of the provincial governments and local bodies, with the ultimate object of opening one school in each district throughout the country in course of time. This can only be made possible if the initiative is taken up by the government and public-spirited people. In order to open such a large number of schools, an army of trained teachers is required. At the same time, to direct this policy and also to maintain a high standard of efficiency, the Central and Provincial Governments should create departments for these special branches. It should also be the look out of the Central and Provincial Governments to introduce the most modern methods of teaching in these schools. In the head-quarters of each province there should be a very well-equipped and high grade institution to meet the needs of brighter and more ambitious students, with a model training department to turn out efficient teachers as well. Since the education of these infirms is not merely for an academic purpose but more for industrial training for their economic independence, special attention should be paid to open high grade industrial departments in the schools at each of the provincial head-quarters. To give the project a practical shape a sufficient number of capable students should be sent abroad with state scholarships for acquiring proper qualification in the art of teaching. In this connection it will perhaps not be out of place to say that one can not refrain from noting what an unfortunate thing it is that out of so many hundreds of young men going to foreign countries each year for receiving general and vocational education, not even a small percentage would appear to feel the necessity for this sort of special education.

The teaching of the infirms involves work of both head and heart, and the spirit of philanthropy and love is an essential element required for this calling. To cope with the situation, the supply of teachers can be, at the outset, partially mitigated if the existing institutions in the different parts of the country, particularly those with foreign-trained teachers, admit a

minimum number of properly qualified and suitable students for training. The Government should also ask such institutions, specially those receiving state support of any kind, to offer best facilities to them; and to serve this end the Government and the Local Bodies should make provision to help these candidates with adequate stipends.

An attempt should also be made even under the present conditions by the existing institutions to try to raise the standard and efficiency of this special form of education by holding conferences and by the exchange of thoughts and ideas between different schools as they grow in course of experience in their teaching. Two distinctly separate central organisations, one for the deaf-mute and the other for the blind, should be started in co-operation with the Central and Provincial Governments, from which the publication of necessary books and magazines both for the use of teachers and the students, manufacture of necessary educational materials such as pictures, charts, embossed books and pictures and other appliances, can be conducted. Many things can be attempted and brought to a successful end in spite of the many difficulties present by the united efforts of those who are pursuing this calling. It is our earnest hope that the Central Government will take the initiative in forming a Committee to consider the matter of the education of the infirm, and invite the Provincial Governments' co-operation. The time has come to adopt a definite policy for this special kind of education.

There is no dearth of philanthropically-minded men who are also gifted with an imagination in this land. The public should be awakened to the sense of this duty towards their unfortunate fellow-beings, and the conjoint work of the people and the Government will be able to remove this great sign of backwardness in our nation.

Problems of the Feeble-minded in India

There is no statistics of the feeble-minded, which is a very important matter for the protection of society. The Wood

Committee appointed in England found out that 8 per thousand of the general population are feeble-minded. An attempt and effort should be made as far as practicable to ascertain the numerical strength of feeble-minded, imbecile, etc., as the abnormal growth of this number is always a menace to the society. Education and segregation of this class is of great importance for the welfare of the nation. From the figures of the feeble-minded population of other countries, the number in India cannot be expected to be smaller, India being particularly a poor country. Practically no attention has been paid in this direction, excepting for only two small schools in Bengal, which are insignificant for the whole country.

Problems of the Double-Afflicted in India

The cause of the double-afflicted, that is, the deaf-mute-feeble-minded and the blind-feeble-minded, should be undertaken along with the problems of the feeble-minded, while that of the deaf-mute-blind, either the schools for the deaf-mute or the blind should take the initiative. No attempt has hitherto been made to educate the deaf-mute-blind, whose number is expected to be larger than what was shown in the Census Report of 1931 (*vide* Table V).

Problems of the Partially Defectives, the Adult-Deaf and the Prevention of Blindness

The partially-defectives are those who have defects in speech and sight which can be corrected and cured if the ordinary schools adopt the scientific methods of teaching and system of treatment.

The schools for the deaf-mute should not ignore the cause of the adult-deaf, and they should adopt the special course for them to give them a substitute for hearing and make their life useful.

The Prevention of Blindness should not be lost sight of. The Public Health Department should educate and convince the people of the importance and the possibilities of the preventive measures to save the sight of new-born babes. It is self-evident

that the cause of the astounding number of the blind is due to ignorance and apathy towards the solution of the problem.

Statistical Figures of 1935

Some latest figures on the Education of the Infirm in British India only, received from a Press Note issued in June, 1937, by the Government of India, is given below.

No.	Province.	No. of schools for the Deaf-Mute.	No. of schools for the Blind.	No. of schools for the Feeble-minded.	No. of Deaf-Mute students.	No. of Blind students.	No. of Feeble-minded students.
1	2	3	4	5	6	7	8
1.	Madras	6	4	...	372	144	...
2.	Bombay	5	3	...	183	136	...
3.	United Provinces	*	2	...	...	78	...
4.	Bengal	6	1	2	318	83	38
5.	Punjab	...	2	...	...	67	..
6.	Burma	1	2	...	23	58	...
7.	Bihar and Orissa	...	2	...	...	100	...
8.	C.P. and Berar	1	1	...	20	23	...
9	Delhi	1	...	...	40	...	...
	Total	20	17	2	956	689	38

* There is one private school, enrolment is not known.

A Statistical Account of the Present Educational Condition of the Infirm in India

The questionnaire with the replies under the various heads has been tabulated according to the nature of the topics. The reports of the combined schools, that is, the school for the deaf-mute and the blind, have been arranged under the two sections, "On the Education of the Deaf-Mute, and On the Education of the Blind," respectively.

Slight occasional inaccuracies and discrepancies have remained in the Report which was unavoidable, as some institutions did not fully deal with some of the items in the questionnaire

A

Statements of the Educational Condition of the Infirm supplied by the Governments of the various Provinces and the States

The questionnaire was sent to the Departments of Education of 23 different Provinces and States. Some of the Directors of Public Instruction and the Superintendents of Education have very kindly and liberally helped the work of this survey by giving answers to the questionnaire in full. While a few others, though they complied with my request, could not deal with and furnish all the information for various reasons.

The cases of the Departments which have replied to the questionnaire have duly been discussed herein under the title of the particular items, as follows :—

Group I. Educational Facilities open to the Infirm.

Group II. General and Medical Inspection of the Institution for the Infirm.

Group III. Provision for the Prevention of Blindness.

Summaries of the answers to the questionnaire have been represented below specifying the name of the particular Province and State. Two items, one "On the employment of the

educated and qualified Deaf-Mutes and the Blind," and the other, "On the starting of the schools directly under the control of Government," were not included in the above titles, which were some of the points in the questionnaire, since all have answered in the negative, that is, there is no provision for their employment, and the Governments do not contemplate to open schools of their own.

GROUP I

Educational Facilities open to the Infirms

1. Assam

There is no school for the infirms in the Province of Assam. The Government of Assam only awards six scholarships, 3 for the blind and 3 for the deaf and dumb every year tenable in the Schools for the Blind, and the Deaf and Dumb in Calcutta, for such period as is required in each case.

The scholarships are limited to 24 in number to be tenable at any time. The value of the scholarships for the blind is Rs. 15 each monthly, and that for the deaf-mute is Rs. 18. These scholarships are regarded as enough to cover the cost of residence and tuition of the holders.

2. Travancore State

As there is no school for the infirms in the State, the Department is paying grants to certain Travancore pupils studying in the schools for the Deaf and Dumb and the Blind at Pallamcottah, Madras.

3. Bihar and Orissa

This Province has no institution for the deaf-mute. A few students are maintained by the Government and by certain District Boards at the Calcutta school.

There are two Government-aided schools for the blind in the Province. The monthly grant in these schools does not exceed two-thirds of the monthly cost of the school, and the non-

recurring grant does not ordinarily exceed the sum subscribed locally.

The expense per capita provided by the Government for the education of the defectives is Rs. 47·31, while, for the normal children up to the high schools, it is Rs. 4·5 only.

4. Bombay

There are three schools for the blind and four schools for the deaf-mute aided by the Government. These schools are paid maintenance grants not exceeding two-thirds of the admitted expenditure provided that the grants shall not exceed, (1) the difference between the admitted expenditure and the local assets, and (2) the amount of grant arrived at on the basis of Rs. 120 for each pupil in average attendance up to 30 pupils and at Rs. 100 for each additional pupil, subject to funds being available.

5. Punjab

There are two schools for the blind in the Province, one purely Government and the other aided.

The aided school is given a fixed lump sum grant of Rs. 300 per annum, as no definite rules for the purpose have been laid down. Recently a building grant of Rs. 8,000 has been sanctioned by the Government for this institution.

The Government school for the blind gets a per capita grant of Rs. 197, whereas Rs. 8·2 is given in the aided school.

6. Central Provinces

There are two Government-aided schools in the Province, one for the deaf-mutes and the other for the blind.

Recurring grants are paid for half the expenditure on (a) Staff, (b) Servants, (c) Rent of building and (d) Contingencies. Building grants are paid at one-third and furniture grants are paid at half of the expenditure.

7. Madras

There are six aided schools in the Province, of which three are for the blind, one for the deaf-mute and the blind, and two for the deaf and dumb.

(a) Teaching grant to schools for the defectives is normally based on half the approved net cost for the preceding financial year, *i.e.*, half the excess of the approved recurring expenditure over the income from tuition fees.

Approved recurring expenditure will comprise expenditure on the staff, establishment, rent and taxes, ordinary repairs and upkeep, contingencies and other miscellaneous items as the Director considers reasonable. The members of the staff should be qualified to teach the defective children. General conditions of the school are also considered at the time of payments of teaching grants.

(b) In addition to the teaching grant some managements are also paid boarding grants in respect of the destitute residential inmates of the Institution. Though these institutions are generally paid at the rate of Rs. 3 per mensem for each destitute defective pupil subject to a maximum of $\frac{2}{3}$ of the net boarding charges of the previous financial year, two institutions located at Palamcottah receive higher rate of grant with reference to a special order of Government subject to a maximum of Rs. 3,000 each year. In addition, travelling allowance is also paid to pupils joining these two schools up to a maximum of Rs. 240.

Grants of a non-recurring nature may be given, not exceeding half the total cost, for the following purposes :—

Purchasing lands for schools, hostels and play-ground, erecting, improving and repairing the school and hostel buildings ; purchasing furniture, school materials of all descriptions both for academic and industrial purposes.

Grants may also be given in connection with approved expenditure on physical training and games when such expendi-

ture exceeds the amount of game fees collected from pupils and staff.

The cost of education paid by the Government per capita for the infirms is Rs. 34 and for the normal children up to secondary schools is Rs. 5 approximately.

8. Burma

There are three aided schools in the Province, two for the blind (one being a branch) and one for the deaf-mute.

The total amount of recurring grants shall not exceed the difference between the total income from all sources other than recurring grants and the total recurring expenditure in the year. The non-recurring grant shall not exceed half the total cost of purchasing lands for school building and erecting or repairing buildings.

The expense per capita provided by the Government for defectives is Rs. 127 and for the normal children up to high school is Rs. 20 only.

9. Bengal

There are six aided schools for the Deaf-Mutes, one aided school for the Blind and one unaided school for the Feeble-minded in the Province. The expense per capita provided by the Government for the education of the defectives is Rs. 59·2 whereas that for the normal is Rs. 6·4.

GROUP II

General and Medical Inspection of the Schools for the Infirms

1. Bihar and Orissa

General inspection is conducted by controlling and inspecting officers including the Divisional Inspector of Schools and the members of the school committee. There is no arrangement for medical inspection by Government.

2. Bombay

The schools for the defectives are inspected by the inspecting officers of the Education Department every year. There is no arrangement for medical inspection.

3. Punjab

There is arrangement for both general and medical inspection of the schools for the blind by the Government.

4. Central Province

There is no arrangement either for general inspection or for medical inspection of these schools by the Government.

5. Burma

Provisions exist for the general inspection of these schools by the Inspector of Schools. Before 1st April, 1932, there was arrangement for medical inspection by the Government, but for financial stringency it has been suspended.

6. Madras

Inspecting Officers of the Department inspect these schools. Medical inspection has not yet been introduced in these schools.

Note.—None of the above Governments mentioned that the inspection is carried on by specialists.

GROUP III

Provision for the Prevention of Blindness

1. Madras

The Government have been taking action for the prevention of blindness in consultation with the Director of Public Instruction and the Director of Public Health.

The measures suggested in this regard are (1) inclusion of instruction of the subject in the curriculum under hygiene for

all schools (which is already being done), and (2) the publication of a pamphlet on the prevention or relief of blindness in simple and non-technical language and in a form suitable for elementary school teachers. Action is being taken regarding the latter measure.

2. Burma

This is done by distribution of Public Health Pamphlets on the prevention of blindness and by free distribution of eye tablets in poor localities.

3. Central Province

There is a Blind Relief Committee which is supported by the Government. The Junior Red Cross Pamphlet on the Prevention of Blindness is included in the Syllabus for normal schools.

B

Education of the Deaf and Dumb in India

(1) Nature and type of the schools :—

There are 26 schools for the deaf-mute in India, including five departments for the deaf-mutes in the five combined schools, that is, in the schools both for the deaf-mute and the blind. The three combined schools—one at Mysore, and two at Baroda are State (Feudatory State) schools, and the schools at Bangalore and Coimbatore are purely Municipal schools, while the remaining schools are run by voluntary committees with partial assistance from the Provincial Governments and Local Bodies. Excepting the Municipal and State schools as stated above, these schools have been started by the efforts of the philanthropically-minded public. For the education of the deaf-mute in India in Western methods, initiative was first taken by some philanthropists towards the close of the last century, and only three institutions in those days saw the light, at Bombay,

at Calcutta and at Madras, while the others gradually came into existence in course of these 37 years.

The schools at Rangoon, Baroda and Pallamcottah have fully residential arrangements ; and the schools at Bangalore and Coimbatore are merely day schools ; while the rest, some already have and others intend to have (when finance will permit) arrangements for both day and residential scholars.

There is neither any Nursery School System in operation in any institution for children of pre-school age, nor any special industrial school for the grown up deaf-mutes.

(2) The System of Co-education :—

Two thirds of the total number of schools have replied in the questionnaire in favour of co-educational system allowed in their schools, while of the rest some from the very beginning have completely separate arrangements and others have the arrangements of co-education limited to a certain age. Out of the schools replying in favour of co-education, the schools at Pallamcottah, Rangoon, and Bangalore have a good number of girls on their rolls, while the others have very few. Of the schools which have completely separate arrangements, the schools at Calcutta and Mylapore (Madras) are noteworthy, and the Poona school which allows co-education to a limited age is worth mentioning.

(3) Enrolment of Pupils by Age and Sex :—

The total number of deaf-mute pupils attending these 23 schools in India is 882, of whom 242 are girls and 640 are boys, that is, '9 per cent. of girls and 1'5 per cent. of boys of the deaf-mute population of school-going age ; and '3 per cent. of the total deaf-mute population are receiving some sort of education. Out of this total number of pupils in all these schools 468 are day scholars of whom 323 are boys and 145 are girls ; while there are 414 residential scholars of whom 317 are boys and 97 are girls.

(4) Number of Pupils by Age and Sex :—

TABLE VI

The following table shows the distribution of children in some schools which have supplied the figures.

Age.	Boys.	Girls.
0—5	17	8
5—10	188	90
10—15	236	93
15—20	79	16
Above	3	8

(5) Number of Pupils by Religion :—

TABLE VII

The following table shows the distribution of children in some schools which have supplied the figures.

Religion.	Boys.	Girls.
Hindus	416	129
Muhammadans	62	10
Christians	38	30
Buddhists	11	3
Sikhs	2	...
Parsees	2	1

(6) Number of Ex-Students :—

The total number of pupils as supplied by some schools who either have completed the course or left the schools after having some training is roughly 1691 since the establishment of all these schools in India.

(7) Total number of Teachers engaged :—

The total number of teachers working in all the departments in all these schools is 117 of whom 98 are men and 19 are women. Out of these 67 are in the academic section, 57 of them being men and 10 women; while 50 are in the industrial departments, 41 men and 9 women. The number of teachers in the academic section as found in replies of the questionnaire in proportion to the total number of pupils on the roll shows that per 13 children one teacher has been engaged.

(8) Age limit for admission and discharge; and restriction regarding religion or caste :—

Most schools according to their rules for admission allow the children to enter the school between the ages of 4 and 16, but practically almost none gets into the schools before the age of 6. Although as a rule all the schools allow pupils to stay in them up to the age of 20, most of them have provision for them to stay even above that age.

No school appears to have got any restriction regarding religion, caste or provinciality.

(9) Method of Teaching and the Period of the Course :—

The schools at Poona and Nunguneri (Madras) use both the Sign and Oral Methods of teaching; while the rest strictly follow Pure Oral Method, that is, teaching speech and lip-reading. The course generally covers a period varying from 6 to 8 years in all these schools. In some schools they have a course extending to 10 years.

(10) Standard of Education :—

The standard of education imparted in all these schools is generally of the Lower Primary Stage and some have kept their standard up to the Upper Primary Grade for very bright and exceptional students.

The medium of instruction in almost all the schools is the vernacular of the respective Province or State. The Rangoon school teaches through the medium of English, although its students are all Burmese. The Calcutta school, although it receives children from different Provinces of Northern India, having different though closely related languages and dialects (*e.g.*, Hindusthani both in Hindi and Urdu forms, the Bihari dialects, Oriya and Bengali), teaches through the medium of Bengali and Hindi only. The Delhi school which has students of four different languages, namely, Hindustani (in its two forms Hindi and Urdu), Punjabi and Bengali, has proper arrangements to teach through three of these Hindi, Urdu and Bengali. Apart from teaching the vernaculars, the schools at Pallamcottah, Mylapore, Nagpur, Bombay and Delhi have got in their curriculum provision for an elementary knowledge of English also.

(11) Industrial Education and the Employment of Students :—

Besides purely academic instruction, *i.e.*, to read and write, every school has some sort of arrangement to teach industries and handicrafts of various description suitable to the capacity of the children. For grown up pupils according to the individual aptitude one or two industries only are taught which they generally resort to as their profession in future life. The following list will give an idea of the different industries that are taught in various schools, either one or more in each of them as necessary :—For Boys—1. Carpentry. 2. Weaving. 3. Tailoring. 4. Smithy. 5. Cane and Wicker Work. 6. Clay Modelling. 7. Sculpture. 8. Wood-carving. 9. Cap-making. 10. Engraving. 11. Elementary Electrical and

Mechanical Engineering. 12. Book-binding. 13. Envelope-making. 14. Draftsmanship. 15. Drawing and Painting. 16. Printing. 17. Textile Printing and Dyeing.

For Girls—1. Knitting. 2. Embroidery Work. 3. Sewing and Cutting. 4. Brass Engraving.

In addition to the above-mentioned industries and handicrafts, many have started business, *e.g.*, in cycle repairing, grocery, photography, steel trunk making, dealing in stationery, spectacles-making, etc.; while many others are working as typists, turnsmen, vicemen, lithographers, industrial teachers in schools for the deaf-mutes, etc.

The students who got their training in a well-equipped school have generally found a good job after finishing their courses and apprenticeship. Apart from the students working in various capacities outside, many have been absorbed by many of these schools in their industrial departments. The maximum salaries earned by some students of the Calcutta school have come even up to about Rs. 250 per month. Some of the students of the Calcutta school have been employed as ticket collectors and electric fitters in the railways, draftsmen in the P. W. D. (Bengal), designers in the Calcutta Mint, and a pupil of that School, Mr. Bipin Chandra Chaudhuri, who after finishing his course in the Calcutta School of Arts, joined the Royal Academy of Art, London, and has returned after successfully securing the Diploma.

(12) Training of Teachers :—

Some schools have departments for training of teachers. The Calcutta school generally allows admission to candidates who are not below the B.A. or B. Sc. grade of an Indian University. The period of training is one year in the Calcutta school. Other schools which have training departments for prospective teachers, which are rather below the Calcutta standard, and the course varies from 1 to 3 years. The fees charged by some of these schools vary from Rs. 8 to Rs. 10 per month.

Thus although some of these schools have training departments, only that of the Calcutta school is noteworthy. It has turned out 56 properly qualified teachers since its foundation to supply the needs of practically the whole of India.

The schools at Calcutta, Rangoon, Mylapore, Pallamcottah, and Delhi have got in their staff one or more teachers trained abroad who are familiar with the up-to-date scientific methods.

(13) Financial Condition of the Schools :—

Apart from the income from the subsidies from the Provincial Governments and Local Bodies, excepting the purely Municipal and State schools, every school has to depend upon public charity to meet its ever expanding expenses. The amount of fees charged from the students is very small, in relation to the cost of the education imparted. There are some schools which give education entirely free and others make every possible concession for poor and deserving students. The Municipal and State schools are wholly maintained by these bodies and by the Governments respectively.

Only the schools at Calcutta, Mylapore, Rangoon, and Ahmedabad have got endowment funds created by the public-spirited donors.

(14) Salaries of the Teachers and their Protection :—

The salaries of the teachers in the Municipal and State schools are more or less satisfactory, and their services are pensionable. The salaries of the teachers at Nagpur, Calcutta, Poona, Ahmedabad, and Delhi vary, with a start from Rs. 40 to Rs. 60 up to a grade of Rs. 150 or Rs. 250 per month. The foreign-trained teachers in Calcutta school get a special start with a good grade.

The schools at Pallamcottah, Mylapore, Calcutta, Poona, Nagpur, Ahmedabad and Mymensingh have provision for a Provident Fund for teachers. The teachers of other schools,

excepting a very few which have not replied in the questionnaire are poorly paid, and have no protection at all.

(15) Causes of Deafness :—

The general causes of deafness of the pupils, that have been recorded by most of the schools, are small-pox, typhoid, ear-running, fall, and shocks particularly for the acquired cases, and as about congenital cases almost no school gave any cause excepting a very few which cited the cause as syphilis for a very small percentage.

Most of the schools have proper arrangements for medical examination before admission and also periodically during the school course.

(16) Miscellaneous :—

There exist no such organisations which do the welfare work in the matter of after-care of the deaf-mute. There is neither any firm nor any voluntary association which manufactures special appliances for the education of the deaf-mute. No magazine has ever been published either for the use of teachers or the pupils. Only one book, “ Muk-Siksha ” in Bengali, giving a short sketch on the history of the education of the deaf-mutes in the West and also in India, and describing different Western Methods of teaching the deaf-mute, along with a few lessons, has been written and published by Mr. Mohini Mohan Majumdar, late teacher of the Calcutta Deaf and Dumb School. Neither any school nor any individual teacher has ever made any attempt to conduct lip-reading class for the adult-deaf.

Ever since the education of the deaf-mute began in India the Conventions of the Teachers of the Deaf were held very lately during the Easter of 1935 and the X'mas of 1936, under the auspices of the Calcutta Deaf and Dumb School, convened by Mr. S. N. Banerjee, M.A., Vice-Principal of the School.

TABLE VIII

This table shows the names and addresses of the institutions for the deaf-mutes, the names of the founders, the present head, and the year of establishment.

No.	Name and Address of the Institution.	Estd. in.	Name of the Founders.	Name of the Present Head.
1	School for the Deaf-Mute, Nisbeth, Bombay.	1885	Late Dr. Leo Meurin	†
2	Calcutta Deaf and Dumb School, 23, Upper Circular Road, Calcutta.	1893	Late Mr. Umes Ch. Dutt ,, ,, Sri Nath Saha. ,, ,, J. N. Banerjee. Mr. M. M. Majumdar	Mr. A. C. Chatterji
3	Deaf and Dumb School, Pallamcottah, Madras.	1896	Miss F. Swain-on	Miss E. Morgan
4	Central Institute for the Defectives, Mysore.	1901	Mr. M. Srinivasa Rao	Mr. C. Krisnaswami
5	School for the Deaf Mute, Narangpur, Ahmedabad.	1908	Mr. Pran-Shankar ,, Lalubhai Desai	Mr. P. R. Nanderbarkar
6	Muk-Vidyalaya (Deaf-Blind Schcol), Madan Bay, Baroda State.	1909	Mr. P. R. Nanderbarkar	Mr. Ganes Vinayak Badhire
7	Deaf and Dumb School, Barisal, Bengal.	1911	Mr. Harendranath Mukherjee.	Mr. B. C. Chacravarti
8	School for the Deaf and Blind Mehsana, Baroda State.	1913	Mr. Dinkarraai Anantrai Trivedi	The Founder
9	The C. E. Z. M. School for the Deaf and Dumb, Mylapore, Madras.	1913	Miss Swainson	Miss J. Oakley.
10	Bhonsla Deaf and Dumb School, Walker Road, Nagpur, C. P.	1915	Mr. V. V. Gadge	The Founder
11	Dacca Deaf and Dumb School, Dacca, Bengal.	1916	Mr. S. G. Hart ,, R. N. Dass ,, S. C. Ghose ,, J. C. Kushari	Mr. J. C. Kushari
12	The Mary Chapman College for the Teachers and School for the Deaf, Rangoon, Burma.	1920	Miss M. Chapman	Mr. & Mrs. H. W. Green
13	Sree Meenakshi Deaf and Dumb School, Madura, Madras.	1920	Mr. and Mrs. Swaminatha Pillai.	†

TABLE VIII (contd.)

No.	Name and Address of the Institution.	Estd. in.	Name of the Founders.	Name of the Present Head.
14	Municipal Deaf and Dumb School, Bangalore City, Mysore.	1921	The Municipality.	Srimati V. Lakshamma.
15	Chittagong Deaf and Dumb School, Chittagong, Bengal.	1923	Mr. R. C. Hazari	Mr. A. T. Mukherji.
16	N. G. Gondhaleker's Deaf and Dumb School, Poona City, Bombay.	1924	Mr. N. G. Gondhaleker.	The Founder
17	Mymensingh Deaf and Dumb School, Mymensingh, Bengal.	1925	Mr. H. N. Mukherjee.	The Founder
18	The U. P. Deaf and Dumb School, Allahabad, U.P.	1929	Mr. Sukhdeo Mishra.	The Founder
19	The Deaf and Dumb School, Nanguneri, Tinnevely, Madras.	1930	Miss G. Gnanaratnamal.	The Founder
20	Rajshahi Deaf and Dumb School, Rajshahi, Bengal.	1931	Members of the Bar.	Mr. Bhola Nath Ghatak.
21	Delhi Deaf and Dumb School, Delhi.	1931	Mr. Kalidas Bhattacharyya.	The Founder
22	Municipal Deaf and Dumb School, Coimbatore, S. India.	1931	The Municipality.	Mr S. Nataranjan.
23	Murshidabad Deaf and Dumb School, Berhampur, Bengal.	1934	Mr. Kalidas Bhattacharyya and Mr. Gopaldas Niyogi-Chaudhuri.	Mr. Gopaldas Niyogi-Chaudhuri.
24	* Deaf and Blind Inst., Teynampet, Madras.	...		
25	* Deaf and Blind Inst., The Priory, Cathedral, Madras.	...		
26	* Prof. Date's School for the Deaf-Mute, Bombay.	...		

* No information was supplied by these schools nor could be gathered.

† Not supplied.

TABLE IX

This table shows the number of pupils by sex in schools and boardings, number of teachers by sex in academic and industrial departments, and the total number of ex-students.

No.	Deaf and Dumb Institutions.	Students on roll.		Students in Boarding.		No. of Teachers.				Ex-Students.
		Boys.	Girls.	Boys.	Girls.	Acad. De		Indst. De.		
						M.	F.	M.	F.	
1	Rangoon School	16	12	16	12	5	...	...	...	100
2	Calcutta „	154	53	89	27	15	5	13	...	430
3	Barisal „	13	...	11	...	1	...	1	...	82
4	Chittagong „	15	7	5	...	2	...	1	...	33
5	Mymensingh „	15	4	5	...	2	...	1	..	33
6	Rajshahi „	8	2	1	...	1	...	...	...	...
7	Murshidabad „	5	3	...	...	1	...	...	...	...
8	Dacca „	13	5	8	3	2	...	...	...	*
9	Allahabad „	17	...	2	...	2	...	1	...	...
10	Delhi „	14	3	...	...	2	...	1	...	...
11	Nagpur „	14	4	1	1	2	...	1	...	74
12	Baroda „	27	3	27	3	3	...	6	...	55
13	Mehsana „	28	5	25	5	3	...	4	...	100
14	Mysore „	23	3	23	3	4	...	2	...	80
15	Bangalore „	13	10	...	...	...	1	...	1	57
16	Ahmedabad „	29	2	25	2	5	...	2	...	305
17	Poona „	27	13	...	...	3	1	3	...	15
18	Nisbeth, Bombay	35	4	17	...	*	*	*	*	*
19	Mylapore School	53	45	43	38	2	1	4	8	295
20	Pallamcottah „	57	51	*	*	*	*	*	*	*
21	Nunguneri „	19	3	19	3	1	2	1	...	32
22	Madura „	22	5	*	*	*	*	*	*	*
23	Coimbatore „	23	5	...	...	1	...	...	...	...
	TOTAL ...	640	242	317	97	57	10	41	9	1,691

* Not supplied by the schools.

TABLE X

This table shows the Number of Schools and the children receiving education in each Province and State, and also the total Deaf-Mute population with numbers of children of school-going age.

The table has been arranged by Provinces and States. Many Provinces and States have no schools, but their infirm children are sent out to the schools of other Provinces and States, although to a very small percentage.

No.	Province or State.	No. of School.	No. of pupils attending.		Deaf-Mute * Population.		Deaf-Mutes † School-going age,	
			Boys.	Girls	Males.	females.	Boys.	Girls.
1	Burma ...	1	16	12	9,115	7,852	1 841	1,525
2	Assam ...	...	...	...	8,859	2,921	1,428	1,015
3	„ States ...	...	...	...	125	73	†	†
4	Bengal ...	7	223	74	21,301	14,136	6,710	4,365
5	„ States ...	...	...	...	259	169	78	38
6	Bihar ...	...	...	...	10,323	6,518	4,167	2,482
7	Orissa ...	...	...	...	1,726	944	†	†
8	Chota-Nagpur ...	...	...	...	2,660	1,832	†	†
9	Bihar and Orissa States ...	...	...	...	1 439	1,033	444	326
10	United Provinces ...	1	17	...	15,756	9,559	3,941	2 422
11	U. P. States ...	...	...	...	271	157	76	38
12	Delhi ...	1	14	3	104	44	19	9
13	Punjab ...	...	...	...	10,258	5 903	2 839	1 792
14	„ States ...	...	...	...	465	370	125	93
15	„ „ Agency ...	...	...	...	1,624	912	379	209
16	Jammu and Kashmir States ...	...	...	...	3,481	2,306	1,029	744
17	Bombay Presy. ...	3	91	19	7,380	4,873	2,621	1,476
18	Sind ...	...	...	...	3,591	1 517	†	†
19	Aden ...	...	...	...	13	2	†	†
20	Central Provinces ...	1	14	4	5 165	3,461	1,469	945
21	Berar ...	...	...	...	2 385	1,692	†	†
22	C. P. States ...	...	...	...	711	556	237	183
23	Bombay States ...	...	...	...	1,845	1,328	381	292
24	Baroda State ...	2	55	8	694	572	183	133
25	Baluchistan ...	...	...	...	204	74	3	1
26	„ State ...	...	...	...	192	112	†	†

TABLE X (contd.)

No.	Province or State.	No. of School.	No. of Pupils attending.		Deaf-Mute* Population.		Deaf-Mute of School Age. †	
			Boys.	Girls.	Males.	females.	Boys.	Girls.
27	Central India Agency	...	...	...	1,078	818	300	185
28	Gwalior State ...	...	...	...	739	567	99	62
29	Rajputana Agcy. ...	...	...	...	1,896	1,230	403	241
30	N.W.F. Province ...	...	...	...	1,074	523	289	136
31	Ajmer Merwara ...	...	...	...	261	149	34	22
32	Madras Presy. ...	5	174	109	18,741	14,567	5,775	4,401
33	Other Madras States	...	...	...	248	180	86	52
34	Cochin State ...	...	...	...	283	205	96	59
35	Travancore State ...	...	...	...	1,760	1,123	511	298
36	Mysore State ...	2	36	13	2,254	1,696	729	598
37	Hyderabad State ...	...	...	...	2,209	1,533	363	267
38	Sikim State ...	...	...	...	89	75	35	25
39	Western India States Agency	...	...	...	2,041	1,585	360	245
40	Coorg ...	...	...	...	55	46	15	13
41	Andaman and Nicobar Islands.	...	...	...	6	2	...	...
TOTAL :—INDIA ...		23	640	242	137,680	93,215	37,065	24,692

* Census of India, Vol. I, Part II, Pages 190-91 (Report. 1931).

† Calculated between the ages of 5 and 15, Census, 1931, Vol. I, Part II, pages 192-203.

‡ Is included in the figures of the preceding Provinces or Presidencies.

TABLE XI

Showing the Distribution of Children in Schools by Religion.

No.	In schools of different Provinces or States.	Hindus.		Muhammadans.		Christians.		Others.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	Burma	1	...	4	3	...	6	11	3
2	Bengal	195	64	28	5	2	1	2	(Buddhist)
3	United Provinces	14	...	3	...	...	...	...	(Sikh)
4	Delhi	8	2	3	...	3	1	...	...
5	Bombay Presy.	56	16	13	...	19	3	2	1
6	Baroda State	51	8	4	...	...	...	...	(Parsee)
7	Mysore State	13	10	...	...	...	...	...	...
8	Central Provinces	14	4	...	...	...	...	...	...
9	Madras Presy.	64	25	7	2	14	19	...	...
	Total ...	416	129	62	10	38	30	15	4

TABLE XII

Showing the Distribution of Children in Schools by Age.

No.	In schools of diff. Provinces or States.	age 0-5.		age 5-10.		age 10-15.		age 15-20.		Above.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	Bengal	2	2	76	33	77	28	42	8	3	...
2	United Prov.	2	...	8	...	7	...	...	...	...	...
3	Delhi	1	...	3	1	4	2	6	...	...	...
4	Bombay Presy.	7	2	29	5	14	4	6	4	...	...
5	Baroda State	1	...	9	2	36	5	10	...	...	...
6	Mysore State	...	...	5	7	7	3	1	...	...	...
7	Central Prov.	...	...	7	3	5	1	2	...	...	...
8	Madras Presy.	4	4	51	39	86	50	12	4	...	8
	Total ...	17	8	188	90	236	93	79	16	3	8

N.B.—The figures in the above two tables have been given to show a rough estimate of the distribution, adequate information not being supplied by many schools. Homes have not been included.

C

The Education of the Blind in India

(1) The Type and Nature of the Schools :—

During the last part of the 19th Century, only four schools were started by some philanthropists and Christian missionaries, and in course of the last 37 years the existence of the remaining schools, excepting one Government school at Lahore and three combined schools at Baroda and Mysore, is due to the efforts of the charitably minded public.

There are 24 schools for the blind in India including the five Combined Schools and two Homes, one at Bombay and the other at Baloda Bazar, C. P. The Dehra Dun Institution apart from its elementary educational instruction has the provision for the permanent care of its inmates.

The majority of the schools are purely residential, while some schools admit day scholars although of negligible percentage. The reason is quite obvious. There is no Nursery Type of school in India.

(2) The System of Co-Education :—

Four schools have the Co-educational system, only two of them have larger number of girls and the other two have only one girl in each. The schools at Rangoon, Pallamcottah and Ranchi have completely separate arrangements and the Calcutta School extends co-education to a limited age. The school at Dehra Dun admits girls and women only.

(3) Enrolment of Pupils :—

There are 805 pupils in all these schools of whom 651 are boys and 154 are girls, that is, 2·3 per cent. of boys and ·8 per cent. of girls of the blind population of school age and 0·1 per cent. of the total blind population of the country are receiving education. Besides this there are 60 girls and women

in Dehra Dun school, 30 boys and adults in N. S. D. Homes Bombay and 15 men in Baloda Bazar Home, C. P.

Out of the total number of blind pupils 766 are residential scholars of whom 618 are boys and 148 are girls ; and 39 are day scholars, consisting of 33 boys and 6 girls.

(4) Number of Pupils by Age and Sex :—

The following table shows the distribution of pupils in some schools which have supplied figures for age and sex :—

TABLE XIII

Age.	Boys.	Girls.
0—5	3	1
5—10	47	18
10—15	210	44
15—20	169	51
Above	46	18

(5) Number of Pupils by Religion :—

The following table shows the distribution of pupils in some schools which have supplied figures for religion :—

TABLE XIV

Religion.	Boys.	Girls.
Hindus	356	16
Muhammadans	36	1
Christians	172	127
Parsees	4	...
Buddhists	15	9
Animists & others	3	...

(6) Number of Ex-students :—

Since the introduction of this special education for the blind the total number of pupils who either have completed the course or left the school after having some education is about 1619 only.

(7) Total Number of Teachers engaged :—

The total number of teachers working in all the departments is 108, of whom 75 are in the academic department, 55 being men and 20 women, and 33 are in the industrial departments of whom 29 are men and 4 are women.

(8) Admission of Pupils :—

Generally all the schools allow admission to the children between the ages of 6 and 16, and allow to stay in school up to the age of 22, sometimes more in special cases. None has any restriction regarding religion or province.

(9) Standard of Education Imparted :—

The majority of the schools impart education up to the Primary Grade and a few up to the Upper Primary Standard. The Calcutta School has kept its standard up to Matriculation for selected students.

(10) Period of the course and the Medium of Instruction :—

The period of the course in schools which have the Lower and Upper Primary Standards varies from 6 to 8 years, while that of the Calcutta School is between 10 to 12 years.

All the schools follow the Braille System of teaching the blind to read. The medium of instruction is through the vernaculars of the respective Provinces for Primary Grades. In addition to this, the children in most of the schools are taught elementary English to help them to a certain extent in their practical life. Only the schools at Calcutta and Patna teach Bengali, Hindi, English and Sanskrit as well.

(11) Academic Achievement :—

As regards the academic achievements of the ex-students, the Lahore and Calcutta schools are noteworthy. The Lahore School has a record of 2 students, one of whom passed the Matriculation and the other B.A. The Calcutta school has more brilliant records in as much as it has turned out 8 Matriculates, 1 Intermediate, and 3 B.A.'s and 2 M.A.'s, one of them being a double M.A. of the Calcutta University.

(12) Industrial Education and Employment of Students :—

One or more of the handicrafts of the following descriptions are taught in different schools for the Blind :

1. Wicker and Cane Work. 2. Loom Work. 3. Mat-making. 4. Spinning and Weaving. 5. Button-making. 6. Rattan Work. 7. Knitting.

Vocal and instrumental music as a special subject is taught in almost all the schools.

Many of the students have been absorbed in the teaching staff of their own institutions and many others have found employment elsewhere in one or other way suiting to their own acquisition. Their average monthly income varies from Rs. 15 to Rs. 50 and the higher qualified persons are in the more comfortable situation in life.

It will not be out of place to mention the creditable career of some of the students of the Calcutta Blind School :—

(a) Mr. Nagendra Nath Sen, M.A. (Cal.) in Philosophy and Economics, now a Lecturer in the Bangabasi College, Calcutta.

(b) Mr. Bankim Chandra Ray, M.A. (Cal.) in History, a Research Scholar who has been working as Lecturer at the Diocesan College, Calcutta.

(c) Mr. Kamal Kanta Majumdar, B.A., Head Master, Patna Blind School.

(13) Training of Teachers :—

The Calcutta School, the Victory Memorial School and the U. L. C. M. School have regular Teachers' Training Department and they train teachers to supply the needs of other institutions, and there are also a few who train their own teachers. The period of the course for training in Calcutta and U. L. C. M. School is one and two years, and the minimum qualification required is Matriculation and Standard VIII, respectively.

The American Mission School, the Calcutta School and the Victory Memorial School have foreign trained-teachers on their staff.

(14) Financial Condition of the Schools :—

The majority of the schools do not charge any fees and many also provide free residence and food, and the rest have a very nominal charge for school fees and boarding expenses.

Excepting the Government and State schools all other schools are financed by grants-in-aid of the Government and the Local Bodies, and by public charity and by endowments.

The Nagpur and the Calcutta schools, and the American Mission School and the Victory Memorial School have got large endowment funds.

(15) The Salaries of the Teachers and their Protection :—

The salaries of the teachers of the Government and the State schools are more or less satisfactory and their services are pensionable. Excepting the Calcutta, Rangoon, Karachi, U.L.C.M., the Victoria Memorial and the Victory Memorial schools, the salaries of the teachers of all others are deplorably poor.

Only the schools at Calcutta, Karachi, and Rentachintala have provision for Provident Fund.

(16) Causes of Blindness :—

The general causes of blindness that have been recorded by majority of the schools are Syphilis, Small-Pox, Trachoma, Sore-Eyes and lack of proper care at birth.

(17) Education of the Double-Afflicted :—

Although there is an appreciable number of persons afflicted with deaf-mutism and blindness, no attempt has ever been made to educate such cases.

(18) Prevention of Blindness :—

There are a few organisations which do the work of Prevention of Blindness in India. The names of the following organisations are worth mentioning for carrying on some sort of preventive measures :—

- (a) The Association for the Prevention of Blindness, Calcutta.
- (b) The Blind Relief Association, Bombay.
- (c) The All India Blind Relief Association, Bombay.
- (d) The Blind Relief Association, Nagpur.
- (e) The Servants of India Society, Poona.
- (f) Indian Red Cross Society.

Some of the Provincial Governments have also undertaken the work of prevention through their Health Departments and assistance is rendered to voluntary organisations with grants-in-aid.

(19) Miscellaneous :—

There is only one association for the blind known as the Madras Association for the Blind, the object of which is to promote the welfare of the blind, to train teachers for the blind, and to assist in opening and maintaining schools for the blind within the Presidency of Madras. Besides this there is no other organisation which works for the after-care problem, or for the manufacture of the educational materials for the blind.

Only a few papers on the education of the blind and the prevention of blindness were published by Mr. H. D. Chhatrapati, Principal, Victoria Memorial School, but no books were ever published on the subject. A magazine "Light to the Blind" used to be published by Mr. P. N. V. Rao of the Mysore School.

In 1922, a Conference of Teachers for the Blind was held in Bombay to discuss the various problems on the education of the blind in India.

There is only one Steriotyping machine in the Victory Memorial School for the printing of embossed books for the blind. With the help of this, some school readers have been published, and it is intended to employ blind labour throughout the Department.

(20) The Braille System :—

Different adaptations based upon the original Braille System, such as, "The Urdu and Hindi Braille," commonly called Sheriff's System; the "Indian Braille," known as Dr. Nilkanth Rai's System; the "Oriental Braille" known as Knowel and Garthwait's System; "The Sindhi Braille" by P. M. Advani of Karachi and "The Shah Braille" by the late Lal Behari Shah, founder of the Calcutta School, are in use in majority of the schools in India. Many of the educationists have suggested that there should be a uniform system for the Indian languages. Having this particular purpose in view, Mr. P. M. Advani made a thorough study of the different systems and devised a new one which he submitted to the Second Oriental Conference held in Calcutta in 1922. The subject requires serious attention, and with the effort and mutual understanding of all the educationists experienced in the particular line if a uniform system be devised based on the phonetic principles of the different families of the Indian languages, much benefit could be done to both the education of the blind in India and the problem of printing embossed books in Indian languages.

TABLE XV

Showing the names and addresses of the institutions, names of the founders, the present head and the year of establishment.

No.	Names and Addresses of Schools for the Blind	Estd.	Name of the founder.	Name of the present Head.
1	The Industrial School for the Blind, Rajpur, Dehra Dun.	1887	Miss A. Sharp.	Miss H. E. Youngs.
2	T. D. J. A. School for the Blind, Pallamcottah, Madras.	1890	Miss A. J. Askwith	Mr. W. G. Speight.
3	Industrial Home and School for the Blind, Behala, Calcutta.	1897	Late Lal Behari Shah.	Mr. A. K. Shah.
4	S. P. G. Blind School, Ranchi, Bihar.	1898	Mrs. O'Connor.	Miss H. Espiner.
5	American Mission School for the Blind, Dadar, Bombay.	1900	Miss Anna Millard.	Mrs. G. Ross Thomas.
6	Mission Schools for the Blind: (a) St. Michael's School for Blind Boys, Kemmendine, Rangoon. (b) St. Raphael's School for Blind Girls, Moulmein, Burma.	1901	By a Committee.	Rev. Turner
7	Victoria Memorial School for the Blind, Tardeo, Bombay.	1902	The Victoria Memorial Committee.	Mr. H. D. Chhatrapati.
8	Government School for the Blind, Lahore, Punjab.	1906	Punjab Government,	Mr. Bodh Raj.
9	U. L. C. M. School for the Blind, Rentachinjala, Madras.	1912	Mrs. G. Albreght.	Rev. J. Russel Fink.
10	The N. S. D. Industrial Home for the Blind, Kumbharwada, Bombay.	1917	Messrs. Shiv Lall M. Shah and Dr. N. D. Chhatrapati.	*

TABLE XV (*contd.*)

No	Names and Addresses of Schools for the Blind.	Estd.	Names of the Founders.	Names of the present Head.
11	Lal Singh Man Singh Industrial School for the Blind, Mainpuri, U. P.	1920	Late Lal Singh and Man Singh.	*
12	Patna Blind School, Patna, Bihar.	1922	Mr. B. N. Mittra.	Mr. Kamal Kant Majumder.
13	Andha-Vidyalyaya (Institute for the Blind), Amritsar, Punjab.	1923	Vidalaya Committee.	Mr. Mangal Dev
14	Ida Rieu Poor Welfare Association's School for the Blind, Karachi, Sindh.	1923	The Association.	Mr. P. N. Advani
15	Ahmedi School for the Blind, Aligarh, U. P.	1927	Late Sahibzada Aftab Ahmad Khan Sahib	Mr. Mahabub Elahi.
16	Blind Boys' Institute, Dhantoli, Nagpur.	1928	C. P. & Berar Blind Relief Association.	Mr. Wamanrao Wadegaonker
17	School & Home for the Blind, Niam, Allahabad, U. P.	*	*	Mr. W. B. Hayes.
18	Victory Memorial School for the Blind, Poonamalle, Madras.	1930	Mr. William Bell.	The Founder.
19	The Krishna Kumar Singhiji School and Home for the Blind, Bhavnagar, Kathiawar.	1931	Mr. N. D. Netarwala.	The Founder.
20	School for the Blind, Kunnamkulam, Cochin State.	1934	Kt. Mathew, Esq.	*
21	Home for the Blind, Baloda Bazar, C. P.	*	*	Rev. M. P. Davis.

Note.—For departments for the Blind in Deaf-Mute and Blind Schools, *vide* Table VII, pages 29 and 30.

* Information not supplied.

TABLE XVI

This table shows the number of pupils by sex in schools and boardings, number of teachers by sex in academic & industrial departments and the total number of ex-students.

No.	Schools for the Blind.	Pupils in School.		Pupils in Boarding		Number of Teachers.				Ex-Students.
						Acad. Dept.		Ind. Dept.		
		Boys.	Girls.	Boys.	Girls.	Men.	Women.	Men.	Women.	
1	Rangoon School	31	18	31	18	5	3	1	1	*
2	Calcutta „	61	20	61	20	7	2	5	1	412
3	Patna „	26	...	24	...	6	...	...	...	50
4	Ranchi „	46	21	36	16	2	1	2	...	200
5	Allahabad „	10	...	10	...	1	...	1	...	*
6	Mainpuri „	4	...	4	...	1	...	...	...	...
7	Lahore „	29	...	20	...	1	...	2	...	301
8	Amritsar „	38	1	38	1	3	...	2	...	128
9	Karachi „	33	...	32	...	5	...	2	...	176
10	Nagpur „	22	...	22	...	1	...	1	...	22
11	Bhavnagar „	21	...	21	...	*	...	*	...	*
12	Aligarh „	10	...	10	...	*	...	*	...	*
13	Mysore „	43	...	43	...	3	1	2	...	43
14	Baroda „	15	...	15	...	1	...	2	...	*
15	Mehsana „	24	1	23	...	2	...	2	...	*
16	American Mission School.	26	16	26	16	2	2	1	...	254
17	Victoria Memorial School.	67	...	57	...	5	...	2	...	*
18	U. L. C. M. School	18	18	18	18	2	4	1	...	33
19	Pallamcottah School.	71	58	71	58	7	7	3	2	*
20	Victory School.	54	1	54	1	*	*	*	*	*
21	Cochin School.	2	...	2	...	1	...	...	...	...
	Total Pupils ...	651	154	618	148	55	20	29	4	1 619

22 Rajpur School :—60 (Girls & Women).

23 N. S. D. Home :—30 (Boys and Adults).

24 Baloda Bazar Home :—15 Men.

* Information not supplied.

TABLE XVII

This table shows the number of schools and the children receiving education in each Province and State, and also the total blind population with school-going age.

The table has been arranged by Provinces and States. Many Provinces and States have no school, but a very small percentage of their children is sent out to the schools of other Provinces and States.

No.	Province or State.	No. of Schools.	No. of pupils attending School.		Blind † Population.		Blind ‡ of School-age.	
			Boys	Girls.	Males.	Females.	Boys.	Girls.
1	Burma	1	31	18	12,751	14,976	807	592
2	Assam	...	...	...	4,556	4,666	481	327
3	Do. States	...	...	...	358	346	(*)	(*)
4	Bengal	1	61	20	19,834	16,906	2,259	1,268
5	Do. States	...	...	...	337	322	30	24
6	Sikim State	...	...	...	14	12	3	2
7	Bihar	2	72	21	15,755	16,491	3,447	2,032
8	Orissa	...	...	...	2,805	2,791	(*)	(*)
9	Chota Nagpur	...	...	...	4,458	5,454	(*)	(*)
10	Bihar & Orissa States.	...	...	...	2,501	3,077	432	343
11	United Provinces	4	24	60	66,224	75,754	6,401	4,205
12	U. P. States	...	...	...	1,222	1,419	141	86
13	Delhi	...	...	...	342	314	28	17
14	Punjab	2	67	1	30,405	26,849	2,314	1,798
15	Do. States.	...	...	...	503	452	30	20
16	Do. Do. Agency	...	...	...	6,233	5,231	432	307
17	N. W. F. Province.	...	...	...	1,351	1,112	152	94
18	Baluchistan.	...	...	...	458	323	5	1
19	Do. States	...	...	...	525	389	(*)	(*)
20	Kashmir & Jammu State.	...	...	...	2,888	2,811	263	217
21	Bombay Presy.	3	123	16	15,638	17,319	1,808	1,256

TABLE XVII (*contd.*)

No.	Province or State.	No. of Schools.	No. of pupils attending Schools.		Blind † Population		Blind ‡ of School-age.	
			Boys.	Girls.	Males.	Females.	Boys.	Girls.
22	Sind	1	33	...	4,436	3,687	*	*
23	Aden	...	...	...	50	24	*	*
24	Bombay States	...	...	...	2,895	3,095	300	199
25	Baroda States	2	39	1	3,090	4,943	233	163
26	Western India States Agency	1	21	...	6,266	9,543	509	370
27	Rajputana Agency	...	...	...	13,782	17,845	1,048	695
28	Central Provinces	2	37	...	12,885	20,573	1,691	1,085
29	Berar	...	...	...	4,316	5,150	*	*
30	C. P. States	...	...	...	1,686	2,461	224	176
31	Central India Agency	...	...	...	5,643	8,014	653	494
32	Gwalior State	...	...	...	2,425	3,984	140	134
33	Ajmer-Merwara	...	1...	...	968	1,194	70	49
34	Madras	3	43	77	24,258	27,623	2,241	1,659
35	Travancore	...	...	...	1,810	1,381	217	143
36	Cochin State	1	2	...	758	837	84	69
37	Other Madras States	...	...	...	217	181	12	13
38	Mysore State	1	43	...	3,556	2,997	514	371
39	Hyderabad State	...	...	...	6,480	6,036	824	661
40	Coorg	...	...	...	58	42	9	4
41	Andaman & Nicobar Islands	...	...	...	4	5	...	1
	Total—India	24	696	214	284,741	316,629	27,802	18,875

* Included in the figure for the preceding Province or Presidency.

† Census of India, 1931, Vol. I, Part II, Pages 190-91.

‡ Calculated between the ages 5 and 15, Census, 1931, Vol. I, Part II, Pages 192-203.

TABLE XVIII

Blind Children distributed in Schools by Religion and Sex.

No	Province or State where the school is.	Hindus.		Muhammadans.		Christians.		Others.	
		Boys.	Girls.	Bo. s.	Girls.	Boys.	Girls.	Boys.	Girls.
1	Burma	...	...	...	...	16	9	15	9
2	Bengal	51	10	3	1	6	9	(Buddhist) 1	...
3	Bihar & Orissa	30	...	3	...	37	21	2	...
4	United Pro- vinces	6	...	11	...	7	...	(Animist) ...	...
5	Punjab	51	1	4	...	2	...	...	...
6	Sind	22	...	10	...	1	...	...	...
7	Bombay	59	...	4	...	26	16	4	...
8	Baroda	38	1	1	...	...	...	(Parsee) ...	...
9	Central Pro- vince	22	...	...	...	...	...	...	...
10	Madras	12	4	...	...	77	72	...	...
11	Kathiawar State	21	...	...	...	...	...	...	...
12	Mysore State	43	...	...	...	...	...	...	...
13	Cochin State	1	...	...	...	...	...	1	...
	Total ...	356	16	36	1	172	127	...	...

TABLE XIX.

Blind Children distributed in Schools by Age and Sex.

No.	Province or State.	0-5.		5-10.		10-15.		15-20.		above.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	Burma	...	...	4	4	12	9	14	5	...	...
2	Bengal	...	...	5	3	30	8	26	9	...	...
3	Bihar & Orissa	2	...	14	...	30	2	10	3	16	13
4	U. P.	1	...	5	...	5	...	3	...	...	...
5	Punjab	...	...	9	1	31	...	23	...	4	...
6	Sind	...	...	...	...	8	...	12	...	13	...
7	Bombay	...	1	5	3	36	5	43	6	9	1
8	Baroda	...	...	...	...	19	1	5	...	...	...
9	C.P.	...	...	1	...	11	...	10	...	...	...
10	Madras	...	...	4	7	28	19	23	28	4	4
	Total ...	3	1	47	18	210	44	169	51	46	18

The figures in the above two tables have been given to give only a rough estimate, adequate information not having been supplied by some schools.

D

The Education of the Feeble-minded in India

There are only two schools for the feeble-minded children in India, both being in the Province of Bengal. "The Children's House" in Kurseong was founded by Miss S. de la Place in

1918, and the "Bodhana Niketan" formerly in Jhargram, Midnapur, now in Belgharia, 24-Parganas, was started by Mr. Girija Bhushan Mukherjee in 1933. Both the institutions admit children without any restriction of religion or caste. The age of admission has been kept up to 20 years, and the inmates are allowed to stay permanently if necessary. The institutions are purely of residential character. "The Childrens House" is a private Institution while the "Bodhana Niketan" is maintained by public charities, school fees and with partial grants-in-aid from the Government and the local bodies. "The Children's House" charges a fee of Rs. 60 and the "Bodhana Niketan" Rs. 20 per month per pupil. In "The Children's House" there are 28 students, of whom 20 are boys and 8 are girls. Of the students, 19 boys and 3 girls are Christians, and 1 boy is a Parsee. In the "Bodhana Niketan" there are 11 students of whom 9 are boys and 2 are girls; and 7 boys and 2 girls are Hindus and 1 boy is Sikh and the other is a Christian.

"The Children's House" has got 6 teachers, 4 women and 1 man in the academic department and 1 woman in the industrial department. The "Bodhana Niketan" has 5 teachers, 1 man is in the academic department and 3 men and 1 woman in the industrial department.

The specialized method of teaching feeble-minded children in both the institutions is based upon the most up-to-date method of sense training. Special exercises, massages and medical gymnastics are applied when necessary. The education imparted is elementary, suiting to the capability of the pupils. They are also taught some handicrafts such as weaving, basket-making, carpentry, clay-modelling, etc. In a way an attempt is made to make their life happy and useful.

APPENDIX I

Questionnaire Form sent to the Government of Provinces and States

Regarding the Survey on the present educational condition of the blind, the deaf-mute, and the feeble-minded in India, to be answered by the Education Department.

1. Number of schools in the Province or State :—

The schools for—

Government. Aided. Unaided.

- (a) The Blind.
- (b) The Deaf-Mute
- (c) The Feeble-minded.

2. On what criterion do the Government give recurring and non-recurring grants to these schools?

3. What is the expense per capita provided by the Governments for the education of—

- (a) The defectives. Rs.....
- (b) The Normal children up to high schools. Rs....

4. What aid do the Government extend to Infirm children desiring education in case where there are no schools for the particular class in the Province or State?

5. Is there any provision of the Government for—

- (a) General inspection of these schools.....; if so, do the inspectors have the requisite knowledge for the function and to give suggestion for improvement.

- (b) Medical inspection of these schools.....; if so, in case any remedial defect comes into view as a result of inspection, is there any arrangement for giving effect to the doctor's suggestions ?
- (c) Do the Government consider the employment of the educated and qualified deaf-mute and blind?
- (d) Do the Government contemplate opening schools for the defectives under their own direction and control?
- (e) Do the Government have any arrangement for the Prevention of Blindness, if so, how is it conducted?

APPENDIX II

No.....

Form of Questionnaire

GROUP I

A Survey on the present condition of the education of the Blind, the Deaf-Mute, and the Feeble-minded in India.

1. Name and address of the school.....

2. Founded by..... ; in.....

3. Age limit for admission ; between.....

4. Maximum age up to which pupils are allowed to stay in school.....

5. Have you got any restriction regarding caste and creed ?.....

If so, what are those.....

6. School fee per month..... Admission fee.....

7. How many freeships and half-freeships are allowed at present in your school ?..... How many are allowed free board ?.....

8. Boarding charges per month.....

(a) Does this charge include: meals, tiffin, washing, barber, and doctor and medicine ?.....

(b) Does the school supply bedding ?.....

9. Number of students in school :—

	Boys.	Girls.	Total.
(a) Hindus			
(b) Muhammadans			
(c) Christians			
(d) Others			

10. Number of students in boarding :—

	Boys.	Girls.	Total.
(a) Hindus			
(b) Muhammadans			
(c) Christians			
(d) Others			

11. Graded age of the children in your school :—

Between	Boys.	Girls.
0—5		
5—10		
10—15		
15—20		
above		

*12. Distribution of students in your school according to :—

- (a) By different Provinces or States ?
(b) By different Districts ?

Please give the number separately for boys and girls.

13. Period of the course ?.....
- *14. Up to what standard is general education imparted ?
15. Method of teaching ?.....
16. Different vernaculars taught in the school ?.....
-
17. Are these vernaculars taught by different teachers who have the respective vernaculars as their mother tongue ?.....
18. What other languages beside the vernaculars are taught ?.....
-
19. What are the different vernaculars of the Province or State ?.....
-
- *20. Names of Provinces. States or Districts which send deserving students to your school. In such case, please state number of students and amount of stipend per head.
21. Any deaf-mute and blind (deaf-blind) student in your school ? If so, How many ?..... What is the result ?.....
-
22. How many of your students have passed :—
- (a) Matric..... (b) Intermediate.....
- (c) B.A..... (d) M.A.....
- (e) Any other recognised examination of the Government.
- *23. Names of different industries taught in schools ?
- *24. What are the main occupations of your ex-students ?
25. Do you provide employment to your ex-students in your school ?
- (a) If so, how many are now employed ?.....

(b) On what job ?.....

(c) Average pay ?.....

- *26. Please state cases of ex-students who have got remarkable position either in profession, or business, or in service.
- *27. Any of your ex-student has been or is abroad, if so, object?
28. Total number of students that have been educated in your school since establishment.....
29. Do you allow the system of co-education or have separate arrangements for boys and girls ?.....
- *30. What are the general causes of the defect of your children ?
- *31. Distribution of the present students according to the different nature of the families they come from.
32. What are the arrangements for the medical inspection of the children before admission and periodically ?

GROUP II

1. Number of teachers (in academic dept.) men ... women ...
2. „ „ „ (in industrial dept.) „ ... „ ...
3. „ „ „ (in other dept.) „ ... „ ...
4. „ „ „ (resident of the boarding) „ ... „ ...
5. Name of the present Head.....
Designation
6. Salary of the present Head.....Grade.....
7. Average salaries of the assistants.....Grade.....
8. Any provident fund or pension ?.....
(a) What is the system of provident fund, if any ?.....
.....
9. Age of retirement for teachers.....
10. Have you got any Department for the training of teachers ? If so, please state :
(a) Period of the course.....
(b) Fee per month.....
(c) Minimum general qualification required.....
(d) Is your Diploma recognised ?.....In what way ?.....
.....
(e) How many have received the Diploma ?.....

11. If you have got no training dept. :
- (a) Where do you send teachers for training ?.....
 -
 - (b) Or you train your own teachers, if so, how many are they ?.....
 - (c) How many teachers in your school are trained from a recognised Training School or College ?.....
 - *(d) Where were those teachers trained ?
- *12. How many are trained in foreign countries ?
- (a) Names and address of the College or University ?
 - (b) Names of such teachers ?

GROUP III

1. Is it a dual School ?.....
2. Is it a purely industrial school ?.....
3. Type of school :—(a) Government.....(b) Municipal.....
Public.....Private.....
4. School building : Own or rented ; if rented, amount of rent p. m. Rs.....
5. Boarding : Own or rented ; if rented, amount of rent p.m. Rs.....
6. Amount of annual subsidy from :—Government.....;
Municipality.....; Dt. Board.....
Any other recognised organisation.....
7. Average annual income from : Donation.....; Subscription.....;
Industrial Dept.....; From any other source.....
8. Total endowment fund : Rs..... Income from interest.....
9. Total amount of income (average of 4 years) Rs.....
10. Annual expenditure for : School. Rs..... Boarding, Rs.....
11. Total annual expenditure (average for 4 years) Rs.....

GROUP IV

1. If you are aware of the existence of the following : in your Province or State, then please state as required, with names and addresses.
 - (a) Any school for the feeble-minded.
 - (b) Any special industrial school, for the deaf-mute or the blind.
 - (c) Any welfare organisation that does work on after-care and education.

- (d) Any organisation that does Prevention work.
 - (e) Any Lip-Reading class for adult-deaf.
 - (f) Any association that manufactures special appliances for the education of the blind, the deaf-mute and the feeble-minded.
 - (g) Any All-India Teachers Association exists, or was ever formed.
 - (h) Any Braille printing plant.
 - (i) Any magazine exists, or was ever published.
 - (j) Any organisation started by educated deaf-mute or blind for their own welfare.
- *2. Names and addresses of schools for the deaf-mute or the blind in your Province or State.
 - *3. Was there any attempt to establish any school in your Province or State, which having been established ceased to continue; if so by whom was that established and why ceased to continue?
 - *4. Any conference of teachers ever held? If so where and when?
 - *5. Is there any book on the subject written by Indian author? If so, please give the names of the books and their authors.
 - *6. Has there been any survey of this type before? If so, when and who made it.
 - 7. Please send charts of the Braille Alphabet that is used for different vernaculars in your school.
- *(a) Please give the names who adapted the different systems.
- 8. Please mention any other special feature of your school that you think necessary.
 - 9. Please send prospectus, rules and regulations, last annual report, etc., of your school.
 - *10. Suggestions.

Date....., 1933.

Signature.

* Answers to be given on the reverse side of this Form.



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